

EDUCATION, ARTS  
& LIBRARIES  
DIRECTORATE



DEVON COUNTY COUNCIL



# ASSET MANAGEMENT PLAN

FINAL VERSION

## LOCAL POLICY STATEMENT

December 2002

<http://www.devon.gov.uk/eal/schools/capitalstrategy>

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## Definition

The Education Asset Management Plan (AMP) is the term used to describe the whole process but it is not a single Statement. An Asset Management Plan consists of three elements:

- Condition
- Suitability
- Sufficiency

Each of these is described in greater detail in Sections 7a, 7b and 7c respectively.

The purpose of this **Local Policy Statement** is to set out the framework of respective roles, responsibilities and functions within which an AMP would be developed. Worked in consultation with representatives of schools, Dioceses and other relevant bodies, the Local Policy Statement would underpin the development of the Asset Management Plan.

### ***This Statement has been prepared by:***

The Capital Strategy Team, Education, Arts and Libraries Directorate,  
County Hall, Exeter, Devon, EX2 4QG.

# Glossary of Abbreviations

<b>AMP</b>	Asset Management Plan
<b>BAA</b>	British Airports Authorities
<b>CAD</b>	Computer Aided Design
<b>CAM</b>	Computer Aided Mapping
<b>CDM</b>	Contract and Design Management Accreditation
<b>COPROP</b>	Chief Property Officers' Representative Body
<b>CST</b>	Capital Strategy Team
<b>DTLR</b>	Department of Local Government & the Regions (formerly DETR)
<b>DFC</b>	Devolved Formula Capital
<b>DfES</b>	Department for Education and Skills (formerly DfEE)
<b>DP</b>	Devon Property
<b>EDP</b>	Education Development Plan
<b>GIS</b>	Geographical Information system
<b>HORSA</b>	Hutting Operation for the Raising of the School Leaving Age
<b>ICT</b>	Information Communication Technology
<b>LEA</b>	Local Education Authority
<b>LPS</b>	Local Policy Statement
<b>MUGA</b>	Multi Use Games Area
<b>NDS</b>	New Deal for Schools
<b>NGFL</b>	National Grid for Learning
<b>PFI</b>	Private Finance Initiative
<b>PMM</b>	Premises Management Manuals
<b>PPP</b>	Public Private Partnership
<b>RIBA</b>	Royal Institute of British Architects
<b>SAI</b>	Schools Access Initiative
<b>SBDU</b>	Schools Building Design Unit
<b>SCC</b>	Schools Causing Concern
<b>SCP</b>	Single Capital Pot
<b>SM</b>	Special Measures
<b>SOP</b>	School Organisation Plan
<b>SW</b>	Serious Weaknesses

# 1 Introduction

1 This Local Policy Statement explains how Devon County Council has considered the preparation of its Education Asset Management Plan (AMP) in the context of current and planned policies and processes. The Statement explains how schools and other relevant bodies have been consulted, and will continue to be consulted on a regular basis throughout the AMP timetable (see **Appendix 1**). It sets out the responsibilities of each of these bodies and outlines the processes for identifying and prioritising need of work required. The Statement covers:

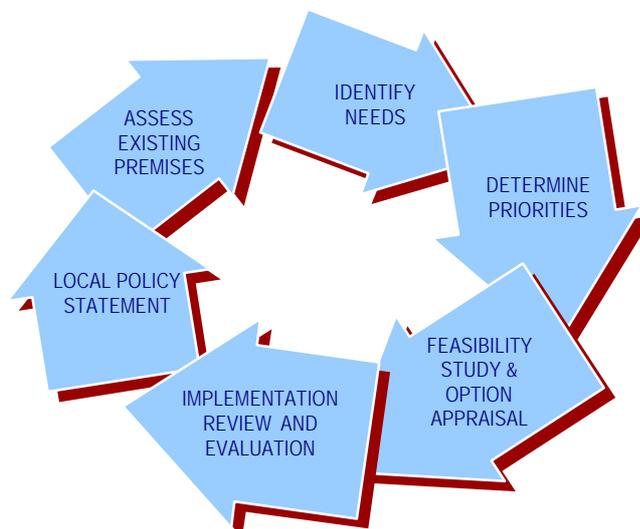
- the aims and objectives of the AMP;
- the scope and timetable of the AMP;
- the respective roles and responsibilities of the partners involved;
- arrangements for consultation and seeking consensus between the partners;
- links to other Plans
- the means of collecting, analysing and making available relevant data;
- the criteria for prioritising need and the basis for agreeing priorities
- the basis for maintaining and reviewing the AMP
- basis for DfES appraisal

2 The County Council supports the establishment of AMPs as they provide a formal framework for processes developed in Devon in recent years. The County Council is committed to establishing an open, transparent, fair and objective process for managing the educational infrastructure in the context of Corporate Asset Management Planning.

3 Local Education Authorities were required by the Department for Education and Skills (DfES) to prepare Asset Management Plans (AMPs) for all schools. This is an ongoing process and Devon continues to develop its AMP.

4 AMPs are being introduced in response to the numerous funding initiatives now available to schools and Local Education Authorities (LEAs) to deliver capital projects and maintain the existing school stock. It is therefore essential to ensure that we have an accurate picture of the state of the school building stock and capital needs across the County, which will enable us to manage more effectively school premises.

5 This process is being led by the Capital Strategy Team (**Appendix 2**) of the Education, Arts and Libraries Directorate, as the LEA has overall responsibility for the production of AMPs. However, partnership and co-operation will be crucial for all involved including all schools, Diocesan Authorities, Property Professionals and other Stakeholders.



## 2 Scope of an Asset Management Plan

Primary Schools	324
Nursery Schools and Units	40
Secondary Schools	37
Special Schools	11
Pupil Referral Units	3

AMPs will apply to primary, secondary and special education, boarding, as well as joint-use provision. In addition, DTLR now require AMPs for all County Council services. Premises owned by or the responsibility of private sector partners through Public Private partnerships (PPP) contracts will also be included. The plans will cover all significant capital and revenue spending and maintenance on premises, including spending from budgets held centrally by the County Council, those delegated to schools and external funds.

AMPs will relate to all property within the curtilage of the site: buildings (permanent and temporary; owned and leased; educational and residential), swimming pools, road and paving and all external areas used for the purposes of delivering the National Curriculum. For completeness, they will also need to include detached playing fields and other off-site facilities provided for schools. AMPs should also include fittings and fixed furniture, and ICT infrastructure.

Types of capital work covered in the Plan will include:

- Site acquisition and disposal;
- School place provision and surplus place removal;
- Replacement, remodelling, extension and improvement;
- The Plan covers not just initial capital costs. It also covers maintenance and the recurrent spending implications of capital and maintenance decisions. The linkage between capital and recurrent spending will be taken into account when evaluating the options available to address problems identified by the asset management planning process.

The main aim of an AMP is to set out the information needed, and the criteria used, to support the decision making process about spending on school premises which will:

- Target investment on particular elements of raising standards, inclusion and lifelong learning agendas, in line with Directorate and National priorities;
- Provide sustainable and energy efficient buildings that are consistent with Agenda 21 (environmental protection) Strategies;
- Provide innovative design solutions with modernised and fully inclusive buildings supporting ICT based learning for all;
- Increase community use of school facilities;
- Maximise value for money;
- Ensure efficient and effective management of new and existing capital assets.

**The main objectives of the Asset Management Plan are:**

❖ **To provide an agreed basis for local decisions on spending priorities and to inform other Local Authority plans;**

The Plan sets out the capital and asset management framework within which other plans (for example, the School Organisation Plan (SOP), the Education Development Plan (EDP), the Early Years Development Plan (EYDP) and the KS/Class Sizes Plan) will operate. Whenever any of these plans have capital consequences there will need to be a cross-reference to the Asset Management Plan to co-ordinate the different needs for capital investment.

❖ **To help governors and headteachers in developing and updating School Development Plans and other plans for their individual schools by making fair and transparent the process of decision-making on funding priorities across the LEA;**

Devon LEA has the overall responsibility for preparing the Asset Management Plan because of its statutory duty to provide sufficient school places in the area. However, the Plan must be owned by schools and the diocesan boards, with a general agreement on the criteria for prioritising work. The decision-making process will be made transparent to all parties, with fairness of treatment between different categories of schools.

❖ **To help the development of partnership projects with the purpose of improving provision, raising standards of education and benefiting the wider community;**

The information from the Asset Management Plan will assist the LEA and schools to judge when Public Private Partnership (PPP and PFI) are likely to be the most appropriate method of procurement, and will allow potential private sector partners to form a view about opportunities for partnership projects.

❖ **To provide assurance to all stakeholders that both capital projects and maintenance schemes are soundly based and represent good value for money;**

The Asset Management Plan information will be used to underpin allocations of capital support and give assurance to schools, diocesan boards, DfES, elected Members and other interested stakeholders that capital projects are soundly based and represent good value for money. The Plan will be used to encourage good practice in the effective management of school assets, be fully complimentary to the Best Value Initiative and support Local Agenda 21 (environmental protection) strategies.

❖ **To improve standards of existing accommodation in order to meet the needs of pupils and teachers and to ensure implementation of the National Curriculum;**

❖ **To ensure sufficiency of places and suitability of existing provision;**

❖ **To operate in the spirit of partnership, with all schools and dioceses being treated on an equitable basis.**

It will be necessary for schools' individual AMPs to be updated regularly, with a strategic review every five years, but account will need to be taken of other longer-term strategies such as the Education Development Plan, Schools Organisation Plan and County and local planning requirements.

### 3 Roles and Responsibilities

The Authority has the overall responsibility for preparing AMPs. The development of AMPs will evolve through a partnership of all stakeholders including Headteachers, Governors, LEAs, Diocesan bodies and Property Professionals within a DfES policy and funding framework.

AMPs will reflect the strategic objectives of the Authority and within that context the needs and priorities of individual schools and take account of their development plans. However, the LEA and the Diocesan bodies will have strategic responsibilities that might not always match exactly the perceived needs of individual schools. In such circumstances, openness and consultation across all schools will be important.

Responsibility for managing building works in schools will need to be consistent with the pattern of ownership of schools in the New Framework: Community, Foundation and Voluntary, with the respective delegated responsibilities set out in Fair Funding and the Authority Code of Practice and with any premises related services provided by way of specific Private Finance initiatives (PFI).

Specifically, roles and responsibilities are:

#### **Schools (Governors and Headteachers)**

- ❖ Assessing the contribution that capital investment makes to raising standards;
- ❖ Identify, in consultation with Diocesan bodies where appropriate, school priorities in the context of their School Development Plan (SDP), and to make clear what educational benefits will be achieved in meeting those priorities;
- ❖ Contribute to the development of LEA-wide priorities;
- ❖ Act as the responsible custodian of the premises;
- ❖ Co-operate in the preparation of the AMP;
- ❖ Plan, budget and manage effectively delegated revenue and capital funding for which they are responsible (including those in Foundation and VA schools, those covered by devolved or formula funding and those which are self-financed) in line with agreed AMPs;
- ❖ Provide the LEA with a cost programme for projects to be funded from delegated and devolved budgets, so that account can be taken in the AMP;
- ❖ Carrying out some monitoring of PPP service delivery as agreed with the Authority.

#### **LEA**

- ❖ Develop policies, priorities and action plans as part of their statutory role in supplying school places, creating specialist units etc, and plan and deliver the annual capital programmes;
- ❖ Prepare and agree each year an LEA-wide Local Policy Statement on AMP scope, roles and responsibilities;
- ❖ Maintain a dialogue with schools and other partners about the link between investment and results, both physical and educational, and how this will inform priorities, as well as agree and monitor delivery of outcomes;
- ❖ Give advice and promote good practice, set clear criteria against which projects can be evaluated and co-ordinate information (a significant issue will be to

- ensure consistency across different consultants used by Diocesan bodies/Foundation schools in providing AMP information);
- ❖ Ensure that governing body responsibilities for good stewardship are carried out;
  - ❖ Compile and disseminate information relating to school buildings and sites and monitor delivery of outcomes and development and maintenance of a premises information database;
  - ❖ Promote local partnerships;
  - ❖ Broker agreements amongst the relevant parties (schools, Dioceses etc);
  - ❖ Where applicable, integrate plans for schools with those of other LEA and council services;
  - ❖ Explore the potential of different funding mechanisms, including Public Private Partnerships (PPP) and Private Finance Initiatives (PFI) as a means of meeting identified priorities and to develop PPP/PFI projects;
  - ❖ Promote sustainable development consistent with Local Agenda 21 strategies and champion good design quality;
  - ❖ Treating all schools fairly, effectively and transparently;
  - ❖ Planning in order to ensure the efficient and effective use of new and existing assets;
  - ❖ Providing the necessary information on inputs and outputs and co-operating with the DfES in appraising the local AMP processes.

## Dioceses

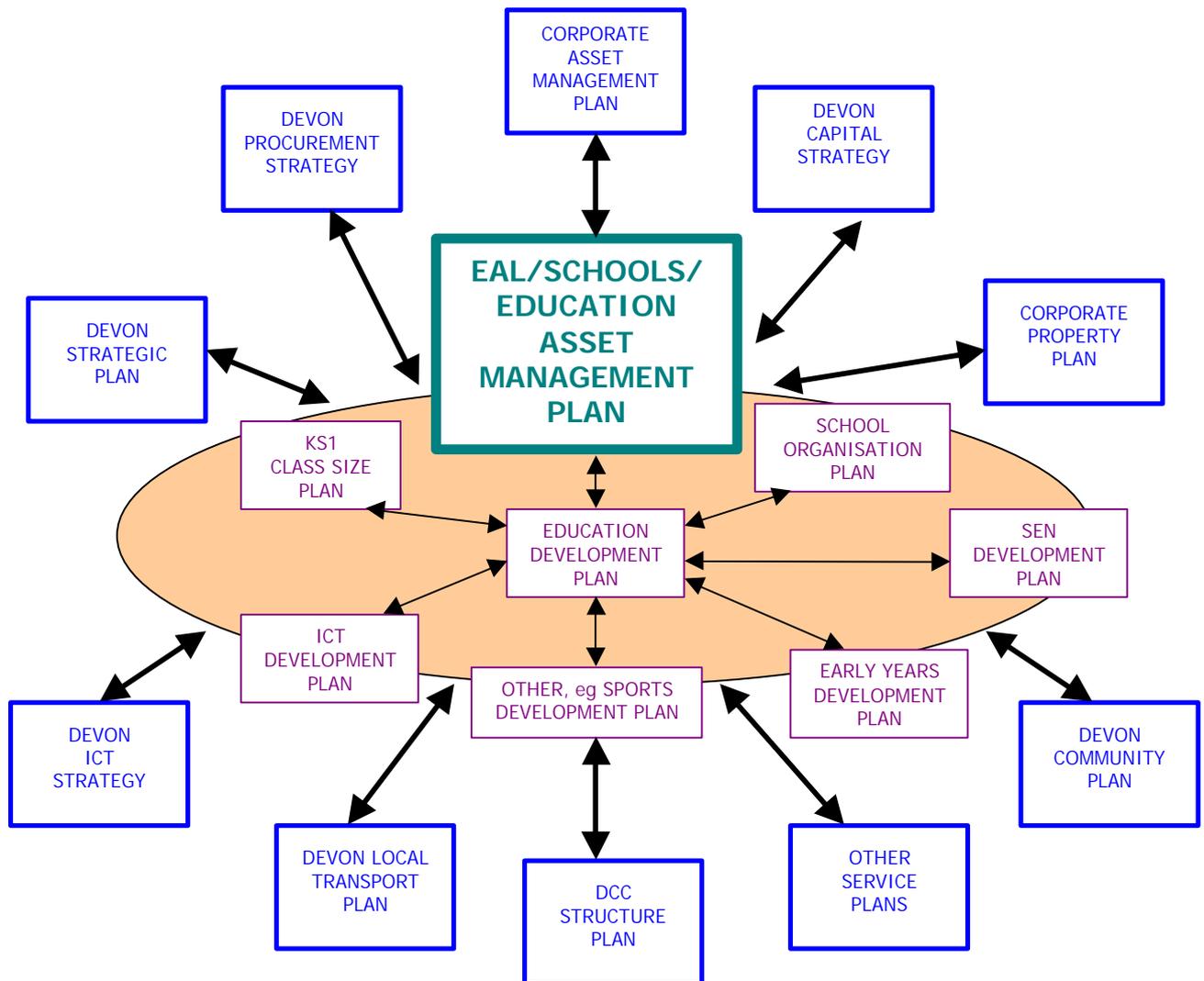
- ❖ Plan in consultation;
- ❖ Sharing their plans for denominational development and their premises related aspirations;
- ❖ Contributing to the development of Authority wide priorities, in particular, as they affect denominational schools
- ❖ Co-operating in the preparation of the AMP;
- ❖ Where working with Governors in VA school building projects, planning and budgeting in line with agreed AMPs.

## DfES

- ❖ Provide the policy framework and context for AMPs setting national criteria and providing guidance including how improvement should be measured;
- ❖ Respecting the priorities of Authorities where these are demonstrably based on sound and robust AMPs;
- ❖ Seeking to increase national funding in order to ensure that the needs identified in AMPs can be addressed;
- ❖ Disseminate good practice
- ❖ To appraise the quality of AMPs by examining:
  - Quality of data (see **Appendix 8a**);
  - Arrangements for determining priorities;
  - Performance and benchmarking;
  - Appraising the AMP process of each Authority against agreed criteria.

## 4 Other Authority Plans

The Education Development Plan reflects the visions, goals and objectives set out in the County Council's Strategic Plan "Working for a Better Devon 2001-2005". In particular, a Devon of learning opportunity and achievement. The EDP identifies priorities and targets for supporting schools and raising pupil performance. Its central role in planning and provision of Devon's LEA services means that, to be effective, it must inter-relate to other key services, corporate and community plans for the County Council. This is demonstrated in the diagram below. The relationships between property planning and corporate planning is explained in more detail in the County Council's Capital Strategy, Asset Management Plan and Corporate Property Plan.



The AMP can be seen as a common link given that invariably there are capital consequences to much of the work that the Directorate is engaged in, whether it is reducing infant class sizes, provision of additional pupil places, early years facilities, joint provision of dual use sports facilities or National Grid for Learning (NGFL). For example, the SOP informs our annual review of accommodation and is the basis on which Basic Need cases are identified and prioritised through the AMP.

For the capital programme for 2002/03 and beyond, the Council required all services to consider their capital needs on the basis of agreed criteria. Whilst these criteria are consistent with central government (DTLR Single Capital Pot [SCP]) requirements, they also allow for the criteria laid down by the DfES for the Education AMP and have taken into account outcomes of proposed development, statutory obligations and match with key policy objectives, amongst others.

### **Education Development Plan (EDP) for 2002-2007**

Setting out the LEA's performance targets and improvement programme for raising standards in its schools. It has a particular focus on literacy and numeracy, underachieving groups of pupils, special needs and gifted pupils, schools causing concern and ICT.

The EDP is at the core of the AMP as priorities for premises investment will ultimately be determined by their assessed contribution to raising education standards. Specialist curriculum areas will therefore feature strongly.

### **School Organisation Plan (SOP)**

The Local Education Authority (LEA) is required to produce a School Organisation Plan (SOP). This is a rolling 5 year plan that is reviewed annually in June, following public consultation of the draft Plan, and published in September at the start of each school year. Prior to publication, the content of the SOP must be agreed by the School Organisation Committee that consists of five groups representing the promoters and providers of education in the County. These groups are the County Council, the Church of England Diocese, the Roman Catholic Diocese, the Learning and Skills Council and school governors.

The SOP includes:

- Demographic information relevant to the supply of school places;
- Statement of policies and principles relevant to the provision of school places;
- Information on plans to change school organisation;
- Conclusions drawn from the demographic data about the need to add or remove school places in particular areas.

The AMP will need to cover any capital works arising from the SOP and the need to remove surplus places.

The SOP for 2002-06 also refers to other plans:

- **Key Stage One – Class Size Plan (KS1)** Sets out the admissions and funding arrangements for ensuring that no KS1 class size will be larger than 30. The KS1 plan has particular relevance to the AMP. As a major Government policy initiative it is essential that premises have sufficient space of a suitable nature to facilitate a flexible response.
- **Early Years Development and Child Care Plan (EYDCP)**, setting out how the LEA will meet demand for an early education place for four year olds, plan places for three year olds and for integrated child care and develop a strategy for improving quality.

The EDYP links closely to the KS1 plan especially in terms of the need for the AMP to maximise premises flexibility.

- **Special Education Needs Development Plan**, will demonstrate how the LEA will promote improved access and raise standards for children with special needs, whether in special or mainstream schools.

This plan will have a major impact on issues on premises suitability with a major emphasis on inclusion of MLD pupils into mainstream schools.

- **Information and Communications Technology (ICT) Development Plan**, will set out innovative ways of using ICT in curriculum delivery, professional development, school management, and extended learning opportunities for pupils and the wider community

The ICT plan has implications for sufficiency in terms of utilising surplus space for community purposes. It also requires widespread investment in suitability issues.

- **School Development Plans (SDP)**, setting out school priorities and proposals for raising education standards.

At school level it is the SDPs that specify education priorities. These plans are therefore of critical importance in driving AMP priorities.

- **School Health and Safety and Security Plans**, detailing local arrangements and proposals for improvements.

These plans will be used as a basis for assessing priorities through standardised audits of premises.

## Funding Sources

Funding to meet the needs of priorities identified through the AMP process will be derived from a number of sources, these currently include:

- ❖ DfES Capital borrowing approvals (Annual Capital Guidelines).
- ❖ Developer Contributions to social infrastructure (Section 106 Contributions).
- ❖ Capital Receipts.
- ❖ Standards Fund:
  - New Deal for Schools : Condition;  
: Modernisation;  
: Devolved Formula Capital;
  - Seed Challenge;
  - Staff Workplace Initiative;
  - Maintained Nursery School Services;
  - Specialist Status.
- ❖ External Funding (e.g. National Lottery, Early Excellence).
- ❖ Authorities' own resources including revenue budgets.
- ❖ School Funds including those delegated through Fair Funding / LMS.

- ❖ Public Private Partnerships (PPP) and Private Finance Initiatives (PFI) including PFI credits.
- ❖ Capital for Voluntary Aided schools by the DfES, administered through the LEA co-ordinated Voluntary Aided Programme (LCVAP).
- ❖ School Security Funding.
- ❖ Targeted Capital Resources.
- ❖ Schools Access Initiative.
- ❖ Single Capital Pot.
- ❖ Corporate Capital resources allocated via Single Capital Pot

## 5 Consultation Process (DfES ref no1 Annex B appraisal guidance for 2003-04)

The need for full and continuing consultation is recognised as fundamental to the development of a partnership approach with all of the parties that have a role to play in implementing the plan.

### Initial Consultation

- ❖ A draft Local Policy Statement was prepared by the LEA as a basis for formal consultation in October 1998. All schools and diocesan bodies received a copy of the draft Statement to which they were invited to comment;
- ❖ Meetings were held across the County in Autumn 1998 to which Governors, Headteachers and other interested parties were invited to outline the process;
- ❖ Presentations have been made to Secondary school bursars, Primary and Secondary Head teachers and Governors regarding the framework and more detailed elements of the Asset Management Plan process;
- ❖ Publication of Draft Statement on LEA website:  
<http://www.devon.gov.uk/eal/schools/capitalstrategy/lps/index.html>
- ❖ The outcomes of the consultation process were reported to the Education, Arts & Libraries Premises Board in January 1999 for the final version of the plan to be approved. Membership of Premises Board can be found at **Appendix 3**.

### Consultation Process

The County Council continues to consult widely on all aspects of the AMP through various means. In particular:

- (a) established sub-groups to deal with specific aspects of the process, eg data collection, ICT requirements/links with the **Evolution** Property Management System, mechanisms for prioritisation across and within categories of need. Various sub-groups also include Corporate AMP Group, **Evolution** User Group (in-house with other County Council directorates), National **Evolution** User Group, linked into the democratic process by reporting to Premises Board and, as appropriate, the School Organisation Committee, Executive Committee and full County Council;
- (b) the publication of the Premises Board minutes and other items of interest relating to the AMP process via the Capital Strategy website:

<http://www.devon.gov.uk/eal/schools/capitalstrategy/>

to ensure all interested parties are kept informed of progress (see **Appendix 3**);

- (c) in relation to the Condition Survey, the County Council has provided a copy of the survey to all schools outlining the processes and continues to engage individual schools in a dialogue concerning development of and amendment to the survey data and processes;
- (d) all schools participate in the suitability assessment of their premises and have provided the LEA with the appropriate documentation in line with DfES

guidelines. Regular and ongoing communication and support is provided by the LEA where necessary and appropriate;

- (e) Suitability data supplied by schools will be subject to moderation by the LEA's Divisional Project Officers; schools will receive a copy of their moderated data that will be transmitted to DfES in Spring 2003, though access to the data should be available via the web early in 2003.
- (f) The LEA will discuss with schools the outcomes which will lead to an agreement on individual needs and priorities for each establishment;
- (g) sharing AMP development ideas with other LEAs and networking with a range of other interested groups, [evolution] Group, Pillar AMP Information Network and the EMIE website (Education Management Information Exchange).

### Regular Communication

Schools will be kept informed in writing of specific issues relating to the Plan and regularly receive detailed updating correspondence and outlining any requests for further data as part of the AMP process. LEA officers will attend meetings with interested parties as necessary to discuss any proposed changes to the plan. In addition, schools can receive regular updated information via the website:

<http://www.devon.gov.uk/eal/schools/capitalstrategy/lps/index.html>

Schools also have a designated Divisional Project Officer who is in regular contact either by E-mail, telephone or site visits to discuss any premises-related issues. A contacts list has been designed and is available for distribution to all schools (Appendix 2). A designated AMP e-mail address for any AMP related issues is now available: [AMP@devon.gov.uk](mailto:AMP@devon.gov.uk).

### Asset Management Data

Each school has now been provided with full details of its data relating to condition and suitability as part of the AMP process on which they will have had the opportunity to comment. Shortly all schools will be provided with information regarding the new Net Capacity assessment. This information forms part of the Premises Management Manual (see Section 6 and Appendices 4a and 4b) recently sent to all secondary schools and distributed via Academic Council meetings to all primary schools.

## 6 Premises Information - Advice in Respect of Schools' Premises Management (DfES ref no 2 Appraisal guidance for 2003-04)

Also see *Appendices 4a and 4b re Premises Management Manual*

### **Premises Management Manual**

The Capital Strategy Team, jointly with Devon Property (Devon's in-house Property professional team), has produced a Premises Management Manual for schools. The Manual comprises two volumes:

#### **Volume One**

Provided to individual schools, site specific information including Asset Management data, floor area data asbestos information, GIS plans and other relevant information likely to be required by schools on a regular basis.

#### **Volume Two**

Is a web-based document, comprising generic reference information codes of practice, health and safety advice notes, standard contract documentation, briefing documents and standard specifications. The documents will be subject to regular updates as and when new information and/or changes in legislation and codes of practice require. (Details of the full scope and contents of both Volume One and Volume Two can be seen by cross referencing *Appendices 4a and 4b*)

These manuals have been produced as a guidance for all schools to assist headteachers, property managers and governors with premises management. The manuals encourage stakeholders to take part in the Asset Management Plan process and also assist schools with prioritising work in line with Devon's corporate Asset Management Plan.

The manuals have been distributed in two ways:

#### **A Secondary Schools**

A joint visit including representatives of the EAL Capital Strategy Team and Devon Property was arranged with either the Headteacher or the Premises Manager at each secondary school. The content of the manuals were explained in detail and, as required, assistance has been given to help set the school's list of priority works in line with the school's Building Development Plan (where applicable).

#### **B Primary and Special Schools**

Similarly, the manuals have been distributed to primary and special schools via Academic Council meetings by representatives of both the EAL Capital Strategy Team and the Devon Property Team. Where requested, this has been followed up by a visit to individual schools.

In future it is proposed that each secondary school will receive a joint annual visit by representatives of the Capital Strategy Team and the Devon Property Team to assist in the process of setting priorities of work in line with the Asset Management Plan.

In the case of primary and special schools, it is proposed to offer a surgery either before or after Academic Council meetings, which are generally held termly. A member of the Capital Strategy Team and Property Team will be available to assist individual schools with setting Asset Management Plan priorities or discuss individual premises matters as required.

## **Health and Safety**

Though repairs and maintenance budgets have been delegated, the LEA remains the employer of staff in Community schools and so retains the ultimate responsibility for health and safety. This means that the LEA is required by law to take steps to ensure health and safety standards are maintained such that staff, pupils and visitors (as well as the contractors themselves) are not put at risk and that the work is carried out to an acceptable standard and in accordance with regulations.

This will explain some of the guidance given below.

## **Professional advice**

Foundation schools have found it essential to employ the services of qualified building professionals as consultants and Community schools are now strongly advised to do the same when undertaking capital building projects and maintenance works under their own initiative. Community schools may well rely on services of Devon Property, but can select alternative professional services if they wish.

## **Work other than day-to-day repairs**

For all work other than day-to-day repairs (for example structural alterations or major improvement schemes), it is essential that schools employ qualified building professionals as advisers. These advisers will be responsible for assuring the governing body that the project complies with the current Education (School Premises) Regulations, DfES constructional standards, health and safety and fire regulations and Building Control regulations. Governors who choose not to employ professional support need to be aware that they will have to take on the responsibilities themselves. They will also need to be aware that one of the duties of the surveyors dealing with the annual inspection or condition survey will be to check that the work has been properly carried out.

## **Day-to-day repairs**

Headteachers and governors have been reminded of the importance of carrying out repairs. This will avoid the "patch and mend" policies of the past in not allowing the premises to deteriorate to the point where the resulting increased cost means that the work must be considered for funding from the centrally-held budgets for recurrent and strategic maintenance, (Promise Mk 3 and Mumis) (see **Appendices 11a and 11b** for details of scheme). The effect of governors neglecting their responsibility for day-to-day repairs would be to accelerate the overall deterioration of the premises and to considerably increase the eventual cost of remedial work. It would also disadvantage other schools, which had made positive efforts to keep their premises in good condition

but nevertheless failed to gain any priority in the capital maintenance programmes because of the poor condition of those schools, which had failed to invest in day-to-day repairs.

### **Day-to-day repairs – Contractors**

Even with day-to-day repairs, schools will need support to:

- 1 specify work standards;
- 2 ensure that contractors are appropriately qualified and experienced to work in schools;
- 3 have the necessary insurance cover and are financially sound; and
- 4 comply with health and safety requirements.

Devon Property offers this service at very competitive rates. As above, governors choosing not to employ professional support will have to take on these responsibilities themselves.

### **Standing Orders**

School governing bodies, as corporate bodies with delegated budgets, are entitled to enter into contracts, but in so doing are required, as schools maintained by the local authority, to adhere to the Council's Standing Orders.

### **Information Exchange**

Schools will be encouraged to exchange information on the performance of contractors and advisers. This process forms part of any post-project review carried out in partnership with the LEA Capital Strategy Team and Devon Property. Recommending good contractors will help to raise the standard of repair and maintenance work across the County. Also, if contractors and advisers are made aware of the information exchange they are likely to be even more concerned to perform well.

### **Advice**

Advice and guidance on managing the budget for repairs and maintenance continues to be provided for all schools, principally through the Premises Management Manual. The guidance will cover such issues as the appointment of contractors and health and safety issues.

### **Improving the Energy & Water performance of the school**

Each school will need to identify key areas for improvements to achieve reduced energy and water use through the creation of an effective energy policy and action plan. Local monitoring and targeting will be a key factor in individual schools assessing their performance in relation to best practice and government targets. Schools will be required to consider the need to improve the fabric and building service systems to achieve reduced energy and water use when undertaking their AMP. In addition schools will need to consider how their use of school premises to meet the School development plan impacts on energy use.

Devon Property will centrally monitor all energy and water used by schools and use this information to target its resources to assist those schools in formulating their AMP where the opportunity to reduce energy and water use appears greatest

Devon County Council, primarily through Devon Property, will work in partnership with schools, and others to form a strong relationship and commitment to reducing the overall energy and water consumption throughout Devon County Council schools. This will be with a commitment to addressing the issues through relevant curriculum activities and by involving the wider community where possible. An example of this is the ongoing energy reduction programme being undertaken with Global Action Plan in several schools.

Devon Property will also help schools address their climate change responsibilities through the provision of advice on the conservation of energy and the use of sustainable energy sources.

Devon Property has undertaken energy and water surveys throughout many secondary and primary schools during 2000/2001, highlighting key opportunities for reducing their energy and water consumption. This forms part of an ongoing monitoring and targeting program aimed at identifying the highest consumers and concentrating Devon Property resources. Devon Property has employed various methods including, energy and water surveys, energy awareness campaigns, seminars for school representatives and the dissemination of best practice publications and leaflets to achieve its commitment to reducing the overall energy and water consumption throughout Devon County Council schools. Devon Property's building surveyors and maintenance engineers have also taken the opportunities where available to improve the energy and water efficiency of heating and electrical systems within schools.

## 7 Premises Information - Basis for Assessing Premises (DfES ref no 2 appraisal guidance 2003-04)

The assessment of premises will be undertaken having regard to the following aspects:

- Condition
- Suitability
- Sufficiency

The County Council has issued notes of guidance to those carrying out assessments, so they are fully aware of the basis for grading and categorisation, however, this will be based on guidance received from the DfES. Assessments will be audited to ensure accuracy and consistency for all schools.

- **Condition**

The condition needs focus on the physical state of the premises to ensure safe and continuous operation, as well as other issues involving building regulations and other non-educational statutory requirements.

Section 7a of the plan deals with the condition of premises.

- **Suitability**

Suitability needs to focus on the quality of premises to meet curriculum or management needs and other issues impacting on the role of the LEA and schools in raising educational standards.

Section 7b of the Plan deals with the suitability of premises.

- **Sufficiency**

Sufficiency needs to focus on the quantity and organisation of places within and across schools, taking account of the demands of other services, e.g. community use.

Section 7c of the plan deals with the sufficiency of premises.

## 7a Premises Information - Condition

### **Educational Standards**

The condition of premises will often have a direct impact on educational standards. Children are likely to work better in safe, warm and dry buildings, which provides a stimulating and attractive environment. Staff morale is higher when staff can focus on pupil needs rather than on building problems. Prospective parents can make sounder judgements about a school's effectiveness when not distracted by appearance.

### **Current Situation**

In Devon, as in the rest of the country, there is a legacy of past under-investment, including poor quality system buildings dating from the 1960s and 70s, HORSAs and other ageing 'temporary' buildings. Many of the older buildings are inefficient with high running costs and low levels of environmental comfort, and are approaching the end of their useful life and will require replacement.

### **Legal Requirements**

Legislative change and rising safety standards also need to be met. These include, for example, statutory requirements associated with access for the disabled, safety glazing, asbestos and legionellosis.

### **Priorities**

Establishing the condition of school buildings is necessary to enable repairs and maintenance works to be prioritised, costed and planned. The information will also help to inform more strategic decisions on larger-scale programmes of repair, replacement or improvement, whether by traditional methods, PPP or PFI procurement routes.

### **Resources**

AMP information enables resources to be targeted to where they are most needed, in terms of meeting the requirements of legislation and to reduce the effects of the unsatisfactory condition of buildings on pupils' education.

### **Systematic Approach**

Condition surveys provide a systematic, uniform and objective basis for collecting information on the state of the premises. To ensure consistency all surveys have been based on DfES Asset Management Guidance Section 3, Condition Assessment, Feb. 1999.

The LEA has completed all of its Asset Management Plan Condition Surveys. They have been undertaken by trained and dedicated surveyors employed specifically for the purpose, with a further Chartered Surveyor having overall responsibility and auditing as considered necessary. Devon Property prepared the guidance for the surveyors to follow, *'A Guide to Condition Assessment and Prioritisation of Repairs for Asset Management Plans'*; a copy can be acquired by contacting Devon Property by e-mail [kchun@devon.gov.uk](mailto:kchun@devon.gov.uk) or on Tel No 01392 382612.

The surveys will identify the work necessary to bring premises up to a serviceable state of repair and to rectify breaches of legislation. Once in a serviceable state, the premises should require only routine maintenance carried out on a pre-planned programme. Schools have received a copy of the completed survey of their premises and should there be any discrepancies, schools are given the opportunity to discuss their concerns with the surveyors and as necessary amendments can be made.

### **Frequency**

Condition surveys will be undertaken on a five-yearly cycle with update inspections undertaken annually to determine changes and to form the basis of a five-year rolling programme.

### **Responsibility**

The condition assessment of Community schools will be carried out in the main by Devon Property. The assessment of Foundation and Voluntary Aided schools will be undertaken by those advisers appointed by the governors, although they will need to make reference to the grading systems in the Asset Management Plan to demonstrate that similar judgements about priorities are being made.

### **Degree of investigation**

The condition surveys are visual and non-intrusive but will be sufficiently thorough to identify the need for any further surveys or tests. Services will not be tested, nor will there be any testing of elements to establish the presence of, for example, asbestos, which will be undertaken separately.

### **Building elements**

The surveys will cover all school buildings and external areas on the site. Each block will be kept separate in the survey report and referenced A, B, C, etc. Where a building includes one or more extensions of different ages or types, these will, where appropriate, be treated as separate blocks even though part of the same building. External areas and playing fields will not be sub-divided between blocks.

### **Costs**

An estimate will be made at the time of assessment of the cost of repairing or renewing a defective element. These costs – to bring element up to Grade A condition – will include preliminaries, contingencies and professional fees but not VAT.

The estimates will not include for upgrading specifications to current standards, except where the existing specification is no longer available or would breach legislation.

Minor day-to-day maintenance (e.g. replacement of locks, broken glass, tap washers etc.) and minor routine works (e.g. inspection, testing, cleaning, servicing, adjusting, overhauling, etc.) will be excluded.

**Please refer to the QA procedure for Condition at [Appendix 8b](#)**

## 7b Premises Information - Suitability - General

Each school will need to identify its priority needs, including targets for improvement, in the School Development Plan. The link between premises quality targets and educational standards should be clear and demonstrable.

At LEA level, suitability needs to link to the strategic service priorities and targets arising from the Education Development Plan and other Authority plans.

In July 2000 all schools were asked to complete individual suitability surveys using guidance provided by the LEA, based on the DfES guidance (a copy of which can be acquired by contacting Capital Strategy Team by e-mail [pmccree@devon.gov.uk](mailto:pmccree@devon.gov.uk) or on Tel No 01392 382042). Most schools received a visit by one of five former headteachers appointed by the LEA to moderate surveys in agreement with the schools to ensure consistency and quality of data. Further moderation has also been carried out by the Capital Strategy Team Divisional Project Officers and also an appraisal by DfES and W S Atkins. Following the Moderation process more complete data were transmitted to the Department at the end of the Spring Term 2001.

**Modernisation funding was allocated to the LEA based on this data. Successful appraisal by DfES meant that the LEA was given spending autonomy to allocate these resources without having to bid to DfES for each project.**

**During the early Autumn term 2002 we shall be asking schools for further Suitability data which will impact on capital budgets and planning in 2003-04 and beyond.**

It is important for schools to provide this data before the end of the autumn term in order to ensure that DfES deadlines are met.

Following comments received from interested Stakeholders, including schools, the LEA is currently looking at the options available for collecting Suitability data for this year, either in electronic format or in paper format. Before the end of the summer term schools will be asked to indicate their preference, having considered in detail both options available.

The suitability of the teaching and learning environment is assessed against current best practice as set out in guidance published by the DfES Schools Building Design Unit (SBDU), with particular emphasis given to:

- efficient space planning relating to curriculum needs;
- facilities capable of delivering a modern curriculum, including use of ICT;
- environmental conditions suitable for the activity taking place.

Suitability assessments will also cover the whole school issues such as:

- adequate security provision;
- environmental impact;
- access for those with disabilities;
- building modifications to encourage community use of schools.

As examples, the assessment will also cover whole school issues such as:

- Are classrooms of an adequate size for teaching groups?
- Is fitted furniture and equipment adequate for specialist teaching needs?
- Does the relative location of accommodation prevent effective teaching practice in subject areas?
- Are there adequate practical areas to carry out science, technology and other practical experiments?
- Are there sufficient toilets, including toilets for the disabled, for staff and pupils, to meet the statutory requirements of the Schools Premises Regulations?
- Are environmental standards (e.g. lighting, heating, acoustics, ventilation) acceptable in relation to those recommended in Building Bulletin 82
- Is the provision of external play area adequate?

For Suitability data collection : Autumn 2002 – schools will be offered to state a preference on completing their Suitability data – the options available will be:

- Option 1** - Electronic version (for schools having Excel version 7 or newer);
- Option 2** - Paper format;
- Option 3** - LEA officer – for a small fee the LEA will complete the survey, though input will still be required from the school.

### **How to Complete a Suitability Survey**

Please refer to **Appendix 9** for detailed guidance on how to complete a Suitability Survey.

## 7c Premises Information - Sufficiency

Sufficiency needs focus on the quantity and organisation of places within and across schools taking account of the demands of other services, e.g. community use.

With the implementation of the New Framework for schools, the LEA has a statutory role to secure sufficient primary and secondary school places. The organisation of school places at a local level remains a partnership between the LEA, Diocese, School Governors and the Learning and Skills Council (LSC).

The School Organisation Plan will set out the number of places available and the demand for them including special schools. For the primary sector the LEA must ensure that there will be no more than 30 pupils in KS1 classes. The LEA has an established Early Years Development Plan which sets out how the Government's targets for early education and day care will be met.

School Organisation Plans will identify where there is an overall need to add or remove school places, and this will be linked to the assessment of sufficiency for AMPs.

Currently there are a number of different methods used to assess the capacity (sufficiency) in schools and the DfES has been reviewing the use of capacity and sufficiency. The DfES undertook formal consultation in the spring of 2000. It was proposed that the new method of assessing capacity will come into effect in June 2002 and will be used for Surplus Places measurement, School Organisation Committee and Basic Need bids in the following years. However, the new method will not now be implemented until October/November 2002. The new method will provide a single robust and consistent measure on which to base calculation of surpluses and deficits in pupil places and to inform decisions of how capital resources are best deployed. The new method will also offer the opportunity for more sophisticated measures of overall space, where the use for teaching or non-teaching includes both permanent and temporary space. The DfES has appointed the VOA (Valuation Office Agency) to verify our data. Once these data are collated it will be given to the relevant authority to confirm the 'net' capacity for use by October/November 2002. Devon LEA intends to use the *[evolution]* software to manage the Sufficiency data. This software is being further developed for this purpose.

Current methods for assessing capacity include:

- ❖ **'Method of Open Enrolment Formula (MOE)'** for assessing the physical capacity, as set out in Circular 6/91 for Primary schools and Circular 11/88 for Secondary schools. This method is used by the DfES for measuring surplus places in schools.
- ❖ **'Schools Standard Number (SN)'** is the minimum number of pupils the school must admit subject to demand in its admission year. The Standard Number multiplied by the number of year groups provides a measure of the minimum number of pupils a school must admit where there is demand. The DfES uses this measure in assessing Basic Need.
- ❖ **'Building Bulletin 82 – Area Guidelines for Schools (BB82)'** provides more sophisticated measures of assessing sufficiency including gross building

and site areas and proportion of teaching area. This method is principally aimed at designing new schools.

- ❖ **'Curriculum Analysis as detailed in BB82'**, which identifies the number of teaching spaces required for the curriculum within the constraints of the gross area guidelines. This method also highlights requirements for specialist accommodation. For primary schools please refer to **Appendix 5** and for secondary schools your own completed curriculum analysis.
- ❖ **'Education (School Premises) Regulations 1999'**, which require for example a minimum number of toilets and minimum areas for school playing fields.

The above, and indicators derived from them, may be used in parallel to highlight mismatches between supply and demand and help inform decisions on priorities across an area.

## What is the new method of Sufficiency Assessment?

Sufficiency focuses on total areas and on the quantity and organisation of places within and across schools in an Authority in relation to demand.

For the purposes of AMPs, the definition of sufficiency includes two separate measurements:

- the number of pupil places available (the capacity) compared to current and future numbers on roll;
- the overall areas of buildings and grounds in support of the places available and the current number on roll.

Sufficiency deals only with overall totals. The number of different types of spaces in a school, whether indoor or outdoor, are covered by suitability. For instance, the number of types of spaces calculated by curriculum analysis (see **Appendix 5**) would be part of the suitability assessment.

## What are its Aims and Uses?

The primary aim of sufficiency assessment is to offer a fair and consistent method of identifying any surplus or deficit of pupil places in relation to demand. This remains the statutory duty of Authorities and is, of course, already done using current measures of capacity.

From October/November 2002, a new **net capacity** assessment method will be used to measure the number of pupil places available. In place of existing measures, this will:

- inform decisions on Basic Need funding;
- be used to measure surplus places;
- indicate an admission number for schools.

The Department for Education and Skills is currently investigating options for revising the ways of handling Basic Need, surplus places measurement and Standard Number, with

the aim of reducing administrative burdens and using the new capacity assessment method to offer a fairer and more transparent system.

The revised capacity assessments will also:

- help in the development and updating of School Organisation Plans (which address the above issues);
- inform various other local plans, including Educational Development Plans, School Development Plans and Early Years and Childcare Development Plans;
- inform statutory proposals which, from October/November 2002, will be based on net capacity when published.

The area totals would allow for the site area and the total building area on each site to be compared with the places available, to ensure they are adequate. These totals can also be used to measure the efficiency of use of those places. This information, along with other AMP indicators, will help Authorities to identify the sites where places could be added or reduced to best effect.

## What is to be Measured?

Sufficiency assessments will apply to all types of school - nursery, primary, middle, secondary, special and pupil referral units. Capacity will be based on current More Open Enrolment measurements until October/November 2002, when the net capacity assessment method will be used for all maintained mainstream schools. At present there are no proposals to use the net capacity method for special schools, pupil referral units or pre-school early years facilities including nurseries, so these will be measured in the same way as they are now<sup>1</sup>. A version of net capacity could be used for such schools in the future.

## Area Measurements

The Area Assessment Format proposed in this guidance (Annex B) uses six basic measurements of total area, as defined in Annex A (see DfES 'Definitions' - full guidance available on DfES website [www.dfes.gov.uk/amps](http://www.dfes.gov.uk/amps)). Five of these measurements are already defined and requested for the DfES database in 'Section 2: Property Information Systems and School Premises Data'. They are:

- teaching area;
- gross area of buildings;
- team game playing fields area;
- playing field area;
- total site area.

The sixth, the net area of buildings, is the total usable area in the school, including both teaching and non-teaching spaces. This will be a new measurement to many.

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<sup>1</sup> The 'Approved Arrangement' which indicates the capacity of special schools is currently based on an individual assessment of the facilities by the Secretary of State on advice from HMI and specialists in Architects & Building Branch.

However, it is firmly based on the standards of measurement used in other sectors for many years. It does not include the area occupied by circulation, plant, toilets or internal walls. As such, it can provide a more accurate and objective measure of efficiency of use than present measures, such as teaching area as a proportion of gross area.

As well as being the basis of future net capacity assessments, net area can be used by schools and Authorities:

- to measure the area of usable non-teaching space available for storage, staff accommodation and dining facilities;
- in benchmark comparisons with similar schools and, in the longer term, with new 'Area Guideline' formulae;
- to assess the 'efficiency of use' of the buildings, as discussed in Annex B.

These indicators should be useful for long-term local decision making.

## Excluded Areas

Following feedback to the consultation, the definitions of gross and net area have been clarified (see Annex A). As a simplification of the proposals in the Consultation Paper, all buildings available to the school, no matter how long they have been or are intended to be on site, will be included, unless deemed by the Authority to have an established 'non-school' or 'support' function (paragraph 25).

Precise definitions are included in Annex A, but gross area will include all buildings on the school site, as described above, except:

- residential or farm buildings, used as such;
- buildings condemned by the Authority as structurally unsafe;
- areas under the control of service or external bodies and maintained by them (such as telephone or electricity services, the Police or Health Service);
- any open-sided covered area;
- areas with headroom of less than 1.5m.

Net area will include all areas in the gross area except:

- toilets and showers (including lobbies);
- plant space such as boiler rooms;
- the area of internal walls, including non-load bearing partition walls;
- circulation routes;
- school kitchens, used for preparing school meals for pupils and related ancillary spaces solely for catering storage or staff<sup>2</sup>.

The definition of net area is in line with that used in other sectors, familiar to surveyors and building professionals, except in the exclusion of the area of non-load bearing partition walls and school kitchens, and the option to determine

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<sup>2</sup> This would include the kitchen, related stores, office and washroom facilities for catering staff and servery areas, except those which are available for furniture storage or other uses at other times. It would not include dining or vending areas.

'shared circulation' (circulation through areas also used for other purposes) as defined in Annex A.

The proposed capacity method at Annex C would also allow each of the following to be discounted from the net capacity (but not from the net areas):

- a chapel, or similar places of worship, within the school;
- an SEN resourced base;
- a parents' room.

## 8 Prioritisation Criteria for Determining Priorities (DfES ref no 3 appraisal guidance 2003-04)

*Also see Matrix of Needs & Priorities and Example – Appendices 8a and 8b.*

### **Prioritising Need**

Progress in implementing works identified through the AMP process will be dependent upon the availability of funding. Devon relies heavily on funding provided direct by Government, whether through the Annual Capital Guidelines (ACG) or as a result of individual bidding or grant allocation processes, but will continue to investigate all possible alternative sources to augment those funds.

For condition-related works, recurrent and structural maintenance, now delegated in accordance with Fair Funding rules, will be a main source of expenditure. It will cover items identified within each school's Condition Survey as incorporated in the AMP. Other resources may augment this, as will individually named projects within the capital programme (eg replacement classrooms for time-expired temporaries).

The School Organisation Plan (SOP) will identify where there is a need to add or remove pupil places and will be closely linked to the sufficiency element of the AMP by applying the DfES capacity calculation. Should insufficient capital funding be available to satisfy all sufficiency needs, priority will be given to schools with the greatest need in terms of percentage of pupils over capacity and where that need is sustained over a period of time as opposed to a temporary increase in forecast numbers.

Our continuous review of Key Stage One (KS1) requirements may also highlight schools where additional classrooms will be necessary. These cases will also be considered as part of the sufficiency element of our capital investment plans.

It is in the area of suitability needs that the County Council has traditionally had the least resources available. Health and Safety issues will be considered as a high priority from available resources together with DfES Category A items ("unable to teach the curriculum"). The Authority would also wish to target the following specific policy areas:

- measures to promote the inclusion of pupils with SEN within mainstream education.
- improvements in learning environments, particularly specialist facilities at secondary schools and activity spaces/halls at primary schools;
- reducing the LEA's long-standing over-reliance on temporary accommodation;

For delegated or devolved funds, the LEA will ask schools to identify which items they intend to address. Where these do not meet a priority need identified through the AMP, the Authority, with the assistance of the Diocesan Education Authorities where appropriate, will seek clarification and agreement on the appropriateness of the proposed investment. Agreement is particularly important where proposals will have an impact on the total capacity of a school, and the LEA may need to become more fully involved in the process where that capacity is adversely affected by a school acting against the LEA's wishes.

The Authority has developed a matrix to assist in the prioritisation of needs across the three elements of **AMP (Appendices 7a and 7b)**.

Decisions on priorities will be affected by the availability of different funding streams and by the timing, scope and cost of individual projects. Furthermore, until all premises have been assessed under all three elements of AMP (we are currently implementing the new Net Capacity guidance from the DfES) it will not be possible to finalise the criteria for prioritising need or for ranking one school's needs against the needs of all other schools.

Our current priorities for capital investment are discussed further in the 'Statement of Priorities' which has been enclosed as a separate document.

### **Prioritisation of 2002/2003 Modernisation Resources.**

Details of the proposed prioritisation process for Suitability were outlined in a paper considered by the Premises Board (the membership for which can be found in the Terms of Reference at **Appendix 3**) on 15 March 2002 and subsequently agreed.

Following consideration and approval, schools were informed of the prioritisation process to be employed and the specific allocations of Modernisation Funding particular to their individual schools.

Following initial ranking of the Suitability data the findings were considered and approved by Premises Board at their meeting on 15 March 2002.

### **Understanding the Suitability Prioritisation Process**

- 1 The impact on "mainstream" education.
- 2 The impact on "Additional Educational Needs" (AEN), and
- 3 The risks of Health, Safety and for Security.

For areas 1 and 2 the grading should be one of the following A-D grades:

- A = unable to teach the curriculum;
- B = teaching methods inhibited;
- C = management or organisation of school affected adversely;
- D = pupil or staff morale or pupil behaviour affected adversely.

The above grades/descriptions should be used wisely with A and B grades used only for teaching spaces. Non-teaching spaces should be graded C or D.

## Principles for Prioritising Issues

Main education grade impact	Weighting Score	AEN Impact	Weighting Score	Risk	Weight Score
A	60	A	60	High	60
B	20	N/A		Medium	18
C	6	N/A		Low	6
D	2	N/A			

Each school was then allocated a fixed amount of £1,000 for primary and special schools and £2,000 for a secondary school. In addition, schools received an amount of money based on their 'weighted' scores for graded impacts A-D.

The allocation of this funding was based on the relative weighted scores applied to graded issues. In total, a sum of 2,013,665 was allocated to schools.

### Health, Safety and Security = high, medium or low.

High = high risk to the Health and Safety of the occupants and/or serious breaches of legislation;

Medium = medium risk;

Low = low risk

It is important to recognise in the term 'risk' that it is the combination of the seriousness of the issue and the likelihood of it occurring.

(i) Moderated data then allocated on weighting score to cover:

- Health and Safety;
- Disabled Access;
- Education Categories A-D.

Suitability Education Impact Grade A-D	Weighting Score	SEN Impact Disabled Access	Weighting Score	Health and Safety	Weighting Score
A	60	A	60	High	60
B	20	N/A	N/A	Medium	18
C	6	N/A	N/A	Low	6
D	2	N/A	N/A	None	1
None	1	N/A	N/A		

This weighting system has been used to allocate the Modernisation Fund using suitability priorities.

In addition, in order to ensure a more strategic approach to resource allocation, it would be desirable to link this funding allocation with those needs identified as part of Condition. The principal outcome would be to support those schools where the schools have insufficient resources to deal with their Priority 2 maintenance needs.

### **Devon's Funding Allocation for AMP – 2002/03 and 2003/04**

Allocation of Modernisation Fund of £7 million over two years 2002/03 and 2003/04.

Funding in Year 1 only to be divided between:

- Disabled Access (AMP)
- Health and Safety (AMP)
- Education categories approx £2 million;
- Jubilee Fund £400,000

All schools will receive some funding:

- Secondary schools - £2,000
- Primary Schools - £1,000
- Special Schools - £1,000

plus an amount of money for 'weighted' education categories, for example ranging from:

- £1k - £24k for primary schools
- £4k - £68k for secondary schools
- £1k - £10k for special schools.

Allocations must be spent on agreed AMP priorities as identified in the Suitability surveys. In the absence of schools being able to realistically address identified Suitability issues, then Condition issues should be addressed.

Schools were able to bid for an additional £400,000 (Jubilee Fund) to help to support projects that they are promoting similar to the Seed Challenge initiative. Bids were not to exceed £25k and were required to demonstrate that they would address identified and agreed AMP Suitability priorities.

### **Funding Allocation for 2003-04**

The Modernisation allocation for 2003-04 will be targeted at larger projects and at those schools with the most significant identified AMP issues.

It is proposed that where possible, modernisation resources will be combined with other funding sources to develop a project that addresses all aspects of a building, not just Suitability issues. Other resources will include NDS condition, SAI, Basic Need and school resources.

### **Potential Replacement Primary School Priorities**

In recent years a number of schools across the county have been identified as potential replacement build projects. However, to date no attempt has been made to arrive at an objective priority order for these possible schemes.

As the County Council's Asset Management Plan (AMP) progresses, it is clear that our prioritisation of capital building projects and other areas of school development should be more open, fair and transparent. In time the DfES will use information gathered from schools and LEAs to allocate resources or create specific funding initiatives in respect of capital schemes. It is therefore timely to consider the data generated for the Asset Management Plan and the methods of assessing this data which have developed to date.

A pilot exercise was initiated in 2001/02 in respect of potential replacement primary schools. This was considered by members of the EAL Premises Board on 12 July 2001 and subsequently agreed by DfES, the specific details of which were outlined in the LEA's Local Policy Statement. However, this exercise only looked at a limited number of potential replacement schools, although it has been progressed to prove the methodology employed. Following completion of this work it has been decided to employ the data generated by the AMP to review the position of all Devon's primary schools.

It is proposed to use the data on total site area and the gross internal area of all primary schools and compare this with those areas recommended in Building Bulletin 82 (Floor Area Guidelines for Schools). The latest capacity calculation (Net Capacity) will be used as the school's capacity when comparing the size of the school to the size of the gross floor area.

This approach will obviously also need to include recently completed schools and those having been remodelled and extended. Comparisons with gross areas will be made but these schools will be discounted when the further provisional indicators are applied to the selection process, including the number of places in temporary accommodation, the value of outstanding maintenance identified in the condition survey and analysis of the suitability information available etc.

A further report will be taken to the Premises Board in the early autumn term. Resources have already been identified and it is anticipated that construction should commence on the number one priority during 2003/04.

## 9a Embedding the AMP Process at School Level

(DfES Ref No 1 – Annex B Appraisal Guidance for 2003-04)

The LEA has the overall responsibility for preparing the Asset Management Plan but the successful development of the Plan requires a partnership approach between headteachers, governors, the LEA and Diocesan boards, all operating within the DfES policy and funding framework. For this to be achieved there needs to be clear understanding of roles and responsibilities.

The main source of premises information for Community schools will be the LEA. For VA schools there will be a significant input to the information base from data provided by the governing bodies, although the LEA will need to contribute on those elements of the premises for which it is responsible. Devon County Council has ensured, in line with the recent changes in liabilities, that all schools' allocations for repairs and maintenance have been calculated without any differential for VA schools. In addition, the current indemnity repairs and maintenance scheme, PROMISE, is being revised to take into account the change of liabilities for VA schools. Foundation schools will need to contribute information on their premises.

- ❖ **Schools are best placed to provide a significant contribution to the assessment of their premises for suitability.**
- ❖ **Schools will be asked to verify data from which future capacities will be derived as part of the new sufficiency assessments.**
- ❖ **Schools will need to inform the LEA when changes are made to the accommodation or site, in order that the LEA's database is maintained as accurate.**

### Specific contributions needed from schools

- All schools will be invited to comment on and contribute to this Local Policy Statement through an annual consultation review process;
- In most cases the Condition Survey will be undertaken by the LEA and schools will be invited to contribute to it and will be expected to check it;
- Schools have been and will be asked to make major contribution to the assessment of their premises for suitability, including the initial survey and subsequent reviews, usually at the beginning of the summer term;
- As the first stage towards moving towards evaluating sufficiency (the new method of determining pupil capacity), each school will be expected to check the LEA's current Accommodation Schedules from which current 'More Open Enrolment' capacities are derived and verify the accuracy of floor plans;
- Schools will be regularly monitored to ensure funding is used to remove identified AMP issues;
- Schools will be regularly invited to attend regular AMP and governor training sessions. In addition the LEA will visit schools if requested to attend individual governing body meetings (also see Consultation Section 5);
- Schools will be required to notify the LEA when changes are made to the accommodation and site in order that the database's accuracy can be maintained.

Failure to do so may result in inappropriate data being provided to the DfES. As a consequence it may not be possible to identify the school's individual capital priority needs.

- Schools will be invited to demonstrate how proposed works can be cross-referenced to the Schools' Development Plan and AMP. Where specific schemes are identified, schools' contributions will be required to identify the 'outputs' from the proposed works, particularly those relating to improved educational achievement. The County Council will work with headteachers and governing bodies through all stages of a scheme proposal to support and advise where appropriate. This may be by:
  - **Education Divisional Project Officers**, who will advise in areas related to premises standards (such as Building Bulletin 82 and Curriculum Analysis);
  - **Devon Property**, who are able to provide technical property support;
  - **School Improvement Officers**, who will work with schools in assessing the educational output that can be delivered through the individual projects.
- Schools will be asked to contribute to all feasibility studies covering their schools and to the appraisal of options identified in those feasibility studies.

### Planned Maintenance

All schools will have an AMP Condition Survey which prioritises the maintenance needs of their buildings over the next five years and provides information re costs. In addition, the schools will have to consider funding the essential routine servicing contracts and the unforeseen day to day maintenance works.

All resources for recurrent (revenue) and strategic (capital) maintenance have been delegated or devolved directly to schools. This offers them the opportunity to consider priorities and plan their maintenance work in conjunction with other new capital and remodelling works being undertaken at their school.

As 50% of the available revenue maintenance money is required to fund the servicing contracts and unforeseen day to day maintenance there is insufficient revenue money available in this budget to fund a five-year rolling programme of external painting. To achieve such a programme would require alternative solutions and/or additional resources to meet existing maintenance commitments.

All schools have been given the opportunity to buy into an indemnity scheme, Promise III, where they are able to spread the risk of funding large unforeseen repair works thereby reducing the need to hold significant reserves to cover the possible risk. This contract is for a three year period. Schools will be given professional advice and in co-operation with their maintenance surveyor prepare a programme of works to be completed in this three-year period.

91% primary schools, 100% special Schools and 24% of secondary schools have subscribed to this service.

## 9b Embedding the AMP Process at School Level - How Information on Schools will be Set Out

The DfES proposes that a common framework for property information will be established which will encourage greater consistency in the use of AMP data, and will provide a format for presenting key information and performance benchmarks.

For example:

- ❖ Information relating to the Estate.
- ❖ Establishment information.
- ❖ Buildings information.
- ❖ Premises related costs.
- ❖ Performance indicators.

The County Council has now acquired corporately and is currently using a computer-based package called *Evolution* designed by Kinetic Technologies Ltd. This powerful property management system is used to store, analyse and report on AMP data related to all its maintained premises and is becoming widely recognised as a model system to support the development of AMPs. Data is stored for each establishment at individual room level and includes room designations and floor areas.

*Evolution* is continuing to evolve and take advantage of new developments in ICT and current best practice for AMPs, Best Value and Performance Indicators. Kinetic Technologies are also in the stages of producing a module to deal with the sufficiency assessment which is the new capacity calculation method which has been established by DfES. The continuing updating of this integrated system means that we are able to interrogate and analyse the data between the three elements of the AMP process. The County Council has now implemented *Evolution* corporately and the development of this system is ongoing. The *Evolution* system contains a flexible reporting tool to enable reports to be written using any of the data elements within the database. In addition, those involved with the management of the AMP process have also received additional training on the use of Crystal Reports. This is a package designed to interrogate databases and to produce a variety of reports from the *Evolution* system. We are now able to produce a GIS (Geographical Information System) map for each school. This identifies all areas owned by the school, known as Premises Data.

In time, a central point of access will be made available to all schools to access the database. This facility is undergoing further development. If an individual school wishes to have its own access point, the technical implications of this will be examined. The cost of the necessary licence will need to be borne by the school. Development is underway for the AMP data to be available via the internet. It is intended that open access will be available, so that data from all schools is available for inspection and analysis.

## 10 Securing Best Value - Basis for Maintaining and Reviewing the AMP (DfES Ref No 5 – Annex B Appraisal Guidance for 2003-04)

AMPs are consistent with good stewardship, will build on and encourage good practice in the management of school assets and will be used to ensure that resources for school premises contribute effectively to improve buildings and facilities and to raise educational standards.

Funding will be allocated fairly between schools on the basis of the best available information about need and locally agreed priorities, AMPs provide a tool for budgeting and financial management. The process should be objective, transparent and fair in line with the principles underlying the School Standards and Framework Act 1998 and expressed in the proposals for Fair Funding.

The DfES timetable envisaged that the majority of Authorities would have operational AMPs by December 2000. The County Council continues to work towards meeting ongoing deadlines set by DfES. This will coincide with proposed changes in the method of distributing capital funding to Authorities through the "Single Capital Pot" with effect from 2002/03. In response to the SCP, Devon County Council has established a Corporate Asset Management Planning process which will assess the capital needs of all its services, and prioritise one against the other.

AMPs will help to underpin applications for capital support for traditionally procured projects as well as PPP and PFI and will give assurance to the DfES that such applications are soundly based and represent Best Value.

**Option Appraisal and Value for Money - Current Option Appraisal for DCC can be found at [Appendices 13a and 13b](#)**

The County Council, through Devon Property, is seeking to apply the recommendations of the Egan Report "*Rethinking Construction*". As a member of COPROP (the Association of Corporate Property Officers) we are developing targets for improving project performance and to apply key performance indicators identified as part of the Best Value Review process.

The Authority and its partners wish to ensure that any projects undertaken should represent the best options available in terms of feasibility, value for money and affordability. Schemes will be considered against the DfES guidance on area standards given in Building Bulletin 82, cost guidance given in the DfES – School Building and Design Units information on costs and performance data, March 2000, and take into account the School of the Future document BB95 standards laid down by the County Council and relevant best practice guidance.

For each project at a school, the Authority will, in conjunction with the relevant Diocesan body in the case of Voluntary Aided schools, conduct an option appraisal (including financial assessments) to assess the most suitable method of delivery of the required outcome. This appraisal will usually need to take life cycle costs into account. In the case of a major project, a formal discounted option appraisal will be undertaken. In drawing up proposals, regard will be given to published DfES guidance, including that relating to

area standards. In some cases, consideration will have to be given to the replacement of a building rather than improvement or extension.

For some repairs and minor capital works, the solutions to particular premises problems will be clearly apparent and work will proceed with relatively little consideration of alternative design solutions, funding methods or procurement routes.

For larger projects, consideration will be given to a range of options, including doing nothing or just the minimum necessary, in order to arrive at a decision which is the most rational in the circumstances. Each option will involve an analysis of the main costs and benefit in order to establish the most effective and economic solution, this will need to be in line with the principles laid down in HM Treasury's "Green Book" and in accordance with the DfES/DTLR option appraisal guidance "Funding the Right Solution".

Option appraisal will also include full consideration of the scope for Public Private Partnership for major investment decisions (for example, the building/rebuilding of individual schools, capital maintenance projects for a group of schools, energy management and similar projects across all schools in the county).

Having selected the most appropriate option, the design process follows the RIBA Plan of Work, with reviews at set points in the process both in terms of design solutions and costs of the scheme. This is important in terms of ongoing approval of the project through a structured design development process and budgetary control to ensure the project stays within the approved budget or that the budget is adjusted where this proves necessary.

At each stage of the design process when the cost estimates are reviewed, these are compared against DfES guide prices, local and national benchmarks in order to ensure that these are in line with the expected levels. There is also an ongoing analysis of areas of potential savings, thus ensuring that, should cost reductions be required, this can be achieved with the minimum amount of disruption to the scheme. In this way the County Council can demonstrate the continued effort to obtain value for money throughout the design and construction process.

Selected projects (contract value above £100,000) are subject to a post-project review involving feedback from headteachers and governors, County Council staff, consultants (including external consultants where used) and contractors to assess the quality of professional services on the project, and the contribution made to this by each of the parties involved. In some instances the returns are followed up with a face-to-face discussion of the points raised, involving representatives of the school, the County Council and Devon Property.

The format and process for this have been developed locally by the EAL Capital Strategy team and Devon Property, and in consultation with COPROP at national level. It is intended to benchmark performance with other COPROP members.

In addition, headteachers and governors are invited to comment on the quality of the product. For this purpose we are using the format promoted by the Local Government Task Force, with the addition of one question, "How satisfied are you with the effectiveness of this project in contributing to the raising of levels of educational achievement?" Similarly, it is intended to benchmark performance with other COPROP members.

This procedure is a recognised method of communicating how the service might be improved in the future.

The County Council is committed to exploring a range of innovative funding options including contributions from schools (ie savings on delegated funds or private funds), Lottery funding, particularly for sports, and there are a number of such facilities on school sites across the County. The County Council continues to be successful in achieving developer contributions to school provision through Section 106 Agreements, additionally devolved formula capital and seed challenge funding are also now available, in other words a 'cocktail of funding'. Procurement options being used and or explored include the use of timber frame, modular build and design-and-build contracts.

With the arrival of Devolved Formula Capital (DFC) and Seed Challenge Funds, we have introduced a process for seeking to ensure that schools invest in capital projects which are consistent with AMP priorities. At the beginning of each financial year, schools are asked to complete a form detailing all their anticipated capital expenditure for the forthcoming year. This includes rolling forward any unspent allocations and requests to draw on future allocations. The form also requires the school to provide information on estimated costs and is accompanied by a checklist – highlighting responsibilities and suitability approvals required during a project. In its first year the process was fairly robust and schools were asked to seek prior agreement to their proposals. It is envisaged that a 'lighter touch' will be appropriate as schools demonstrate their adherence to their AMP and the full range of statutory requirements accompanying building works on school sites.

There are many examples across the County of projects that have been built as a result of multiple-funding. For many years schools and the County Council have sought to work together in jointly funding building projects. School budget, local fund-raising, LEA monies, Standards Funds for Security have all been combined to enable projects to proceed. The introduction of DFC and Seed Challenge Funding is making this even more possible.

The Authority has a significant number of third parties sharing school sites. In particular we host many Pre-Schools and Playgroups, who are often located in their own accommodation. We have welcomed local Playgroups onto primary school sites, housed in new, permanent buildings financed by the Playgroup. The possibility of other similar arrangements is being investigated elsewhere in the County.

With primary school pupil numbers forecast to fall by 10% over the next few years the potential for utilising surplus places for third party activities will increase and the County Council will consider all possibilities for multi-agency use of its sites.

## **Implementation**

This is the stage when the preferred options are further developed, funding and procurement issues are finalised, and approved schemes are included in bids for external funding or the appropriate capital programmes of the LEA or schools concerned.

On completion of new works, and consistent with good stewardship of the premises, schools will be encouraged to draw up planned maintenance programmes to:

- identify works required to maintain the use and value of the premises;
- programme the repair and maintenance work so as to:
  - maintain an agreed level of performance for the building and plant;
  - ensure minimum disruption to the day-to-day running of the school;
  - spread expenditure between years to match the resources available;
  - provide a tool for budgeting and financial management.

## Review and Evaluation

The Asset Management Plan is far more than an historical record. It is dynamic in the sense that it will require constant review to reflect the outcomes from capital and maintenance programmes, the reassessment of existing needs and emerging needs, reflect changing statutory requirements, etc.

The LEA will be responsible for updating the Plan to reflect changing circumstances, but will work in close consultation with schools, Diocesan boards etc, both directly and through the Premises Board.

How well the Plan has worked in practice will initially be the subject of annual evaluation by the Premises Board in consultation with schools and Diocesan boards. This will involve determining how the Plan has contributed to improving the quality of capital management and to raising educational standards.

The Authority has now adopted and implemented a two-part approach to post-project reviews, encompassing client satisfaction with the **product** and with the **professional** service. We are also considering other options, such as the introduction of an interim review earlier in the project lifecycle – perhaps at the end of the design period. We are currently finalising arrangements for a partnership framework for construction, and will wish to consult with our framework partners on this matter.

We are also working with COPROP to extend the inter-authority benchmarking service to cover capital works from 2003/04.

## Performance Indicators

Information on the relative performance of premises is seen as an element of the asset management planning process. Performance indicators will be used to provide a measure of the comparative performance of premises and also the degree of compliance with established standards, such as the Education (School Premises) Regulations 1999, and the DfES area and cost guidelines.

Performance indicators will also be used for capital and maintenance planning purposes, to help with life cycle costing exercises (to test, for example, the economics of rebuilding a school as compared with repairing it). The following performance indicators will be recorded for mainstream schools although not for special schools and SEN units in mainstream schools:

- gross internal area per pupil;
- gross internal area per pupil as a percentage of DfES gross area guidelines;
- teaching area as a percentage of gross area;
- CO<sub>2</sub> emissions in terms of Carbon Dioxide per m<sup>2</sup> (indicators under development);
- property running costs per square metre multiplied by m<sup>2</sup> per pupil.

- Property running costs per pupil, calculated as:
  - Building and services maintenance costs;
  - Caretaking and cleaning costs;
  - Energy costs;
  - Non-domestic rates;
  - Water and sewerage costs.

### **Benchmarking**

The performance indicators outlined above have a direct application to benchmarking, as acknowledged and endorsed during the Education Arts & Libraries, Access Services Best Value exercise. Arrangements are in place to regularly share performance information with schools and diocesan boards to make them aware of how they compare with LEA-wide and national targets/best practice with particular regard to, for example, building or maintenance costs per square meter, gross area per pupil costs, etc. This exercise is undertaken at national level by the County Council's participation with COPROP and at regional level by participation in the South West Benchmarking Group (SWBG) comprising of representatives from other local LEAs to compare and contrast costs and performance data and share best practice.

### **Property Information Systems**

The development of a premises information system is seen as central to good management and planning because it enables the key factors in decision-making – needs and available resources – to be brought together in an integrated way.

Devon County Council corporately has adopted a computer-based system *[evolution]* which will meet the needs described above and allow information to be readily disseminated to schools and others involved in the asset management process.

### **Monitoring by the Authority**

The Authority is developing processes for monitoring and auditing appropriate devolved and delegated funds to ensure compliance with statutory requirements and adherence to agreed priorities. This will include consideration of outcomes against issues raised through the AMP and School Development Plans.

In relation to school-managed projects and Devolved Formula Capital funded projects in particular, we are developing a process for agreeing individual proposals from schools in advance of their implementation. This will ensure adherence to AMP priorities and compliance with the many statutory obligations falling on those undertaking building works in our establishments.

### **Rethinking Construction in Devon**

Devon is embarking on a major reform to its construction and maintenance procurement to improve the utility of its estate and add value into the construction and maintenance process.

At the heart of this reform lies "Rethinking Construction" and the improvement measures that underpin it. The Best Value review of property presented to Executive Committee in April 2001 identified the need to radically reform the way in which construction services were procured. It also recommended that a business case was produced to look in detail at the future shape of delivery of property services for Devon. A report was completed and approved by Executive Committee in December 2001.

Ten headline performance measures and targets were identified and set for a 5 year period. These included a reduction in the cost of construction of new facilities of 10%. Maintenance backlog is to be reduced by 8%. We are also committed to the performance measures set by Rethinking Construction. High amongst them are commitment to client satisfaction and to improvement in health and safety.

These are ambitious targets and the business case report recommended that central government guidance be followed in shaping our procurement of construction partners. A key element to this is to forge long term relationships with the industry supply chain through strategic partnering drawing on the successes of the private sector in this area.

In short, we are seeking to partner with 10 contractors and a selected supply chain through framework agreements. Our selection process follows European rules and began with the placing of notices with OJEC in February 2002. From the pre-qualification questionnaires submitted we have reduced an initial list of 88 contractors down to 15. We are currently inviting tenders for the construction partners where selection will be strongly influenced by the quality of the prospective partner. The framework agreements are to be signed at the end of October 2002.

Internally, Devon Property is restructuring and embarking on a large scale training programme, including joint team training between client departments and Devon Property. It is evident from private and public sector successes that performance management lies at the heart of successful partnering and continuous improvement. Both Devon Property and client departments have committed substantial resources to performance management and set up teams specifically tasked to drive performance. In the context of construction, it is likely that the model adopted will be that used by British Airports Authorities (BAA), who are pioneers in this area and have refined their systems over 10 years. It is worth noting that Sir John Egan – the author of Rethinking Construction, headed BAA.

Over the last 2 years we have been working on single project partnering schemes, the most notable of which is the £4 million Public Private Partnership project at Kingsbridge Community College funded under the New Deals for Schools scheme. The project has been successfully accepted as a demonstration project by M4I – The Movement for Innovation, as a model of excellence in construction best practice and innovative procurement. Performance is being monitored and measured using the 10 headline Construction Key Performance Indicators, with project specific monitoring of waste and reworking in the process. Exceptionally high scores are noted for client satisfaction on service and product – this is a reflection of the closeness of the partnership with the College.

Another success has been the County's acceptance into the DTLR pathfinder programme for strategic service delivery partnerships, one of 25 out of more than 120 local authorities. DTLR have assigned a team to oversee and assist with the process of setting up the partnerships. This endorsement from central government was part of the evidence accepted by the Best Value inspectors that Devon County Council was likely to be an "improving authority" in the delivery of property services.

In Asset Management terms; the setting up of long term relationships with the private sector will provide much greater focus on the strategic goals of the County by aligning service delivery with strategy and policy. It will provide improved utility and value for money and contribute to the effectiveness of front line delivery of services within education.

## 11 Commitment to the Delivery of Government Priorities (DfES ref no 6 appraisal for 2003-04)

*Outlined below are details of the LEA's commitment to the delivery of Government priorities.*

### **Security Strategy for all Schools**

The LEA encourages schools to carry out Risk Assessments – which is based on the DfES guidance model "Improving Security in School". Schools are offered training and guidance to carry out a risk assessment.

As part of the Schools Service Level Agreement with the LEA, Risk Assessment and Health & Safety manuals form part of this agreement. Schools are also encouraged to adopt the security policy and log all incidents such as verbal and physical abuse.

The LEA Health and Safety officers together with schools work in partnership with the Police for further advice and guidance concerning security issues.

Where Health, Safety and Security issues have been raised, these should be included in the school's own Suitability Survey. Where 'high' issues have been raised, the LEA seeks to address these from the Modernisation Fund allocation.

### **Schools causing concern, including schools in challenging circumstances**

#### **Background**

Schools causing concern fall into two areas those identified by Ofsted and those identified by the LEA. It is the intention that any schools identified by OFSTED will have already been identified by the LEA. Current intervention procedures require that those schools create an action plan and that an LEA Statement of Action is agreed with the school. The maximum allowable period of time for removal from the SCC list is two years (e.g. Special Measure schools are referred to the Secretary of State after 2 years).

#### **Proposal**

Schools causing concern often have premises which hinder school improvement and capital expenditure will be necessary if there is to be sustained improvement of the school. In monitoring OFSTED inspection reports the Capital Strategy Team ensures that premises issues in those schools are identified. In order to identify premises deficiencies at an earlier stage it is necessary that the CST be aware of:

- a) all SCC as they come to the LEA attention (i.e. LEA identified SCC);
- b) concerns that the assigned School Improvement Officer has about the effect of premises conditions/suitability in SCC.

Furthermore, the response from the CS team will be incorporated in the LEA statement of Action.

With particular reference to Ofsted for those schools identified as SW or SM, the LEA has to formally consider whether closure is appropriate and include its conclusion in the LEA Statement of Action sent to Ofsted, 40 working days (50 working days in case of SM) after publication of the Ofsted Report\* (\*Ref. Circular 6/99). To date, closure has never been recommended. However, if it were, it too would have potential capital implications.

## The approach to increasing diversity (including planned Academies)

### Denominational Education

The existing promoters (the County Council, the Church of England and the Roman Catholic Church) work closely in partnership to maintain and develop provision for those seeking a denominational education. All promoters and providers consider that such provision is essential to the fabric of the County's education service.

Within the county there are 9 Voluntary Aided Roman Catholic primary schools, offering education to around 3% of the primary school population. The County Council exercises discretion to assist some pupils with the costs of transport in order to access denominational education at these Roman Catholic primary schools and also at one other Roman Catholic primary school situated in a neighbouring LEA.

Though there is no Roman Catholic secondary school within Devon. The County Council exercises discretion to assist certain pupils with transport in order to access such education at 3 schools situated in neighbouring LEAs. Currently, approximately 0.74% of Devon secondary age pupils are assisted with transport in this way.

There are 47 Voluntary Aided Church of England primary schools and one Voluntary Aided secondary high school within Devon. The pupils on roll at these schools account for approximately 12% of the primary school population and approximately 2.6% of the secondary school population. The County Council also maintains 67 Voluntary Controlled Church of England schools and one Voluntary Controlled Church of England secondary high school offering places for approximately 16% of the primary school population and approximately 2% of the secondary school population.

In providing sufficient school places to meet future demand, the aim of Devon County Council is to maintain this level of diversity.
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### Co-education

All maintained primary and secondary schools in Devon are co-education.

The County Council has no proposals to change this position.
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### Boarding

Boarding facilities are available at a county secondary community college located near to Exeter and the County Council has a policy to assist with boarding provision at this school where this is considered desirable.

The County Council would not wish to extend this provision elsewhere.
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### Grammar Schools

There is one selective Foundation secondary school in the county. Some pupils resident in Devon access places at selective schools located in neighbouring LEAs in Torbay and Plymouth.

### Specialist Schools

In the county there are 12 secondary schools that have been awarded Specialist School status. The specialisms include Technology, Sports, Language, Performing Arts, Science, Maths and Computing. The County Council has agreed to assist in working towards reasonable distribution (in number, by area and by theme) across Devon – also refer to [Appendix 12](#).

### Wider behaviour initiatives, such as Pupil Referral Units

New strategic directions have recently been identified in relation to behaviour management issues, as a result of the work which has been completed for the Education Development Plan II (EDPII),

the Directorate's Strategic Plan and the Local Pupil Service Agreement (LPSA). These plans feature ambitious targets for reducing exclusions and non-attendance. The strategy will respond to these while helping the LEA to meet the challenge of tackling under-achievement, particularly at Key Stage 3, and promoting social inclusion.

The requirement for LEAs to provide full-time education for permanently excluded pupils by September 2002 has highlighted the need to identify additional accommodation for several groups of pupils. It is anticipated that provision for many pupils will be for an interim period prior to the implementation of a reintegration plan to support a return to school. There will also be preventive work carried out in some of these facilities in order to support schools in reducing the number of fixed term and permanent exclusions and to promote improved attendance.

Strategic challenges include:

- establishing a suitable off-site 10 place provision for Key Stage 3 pupils in North Devon;
- identifying enhanced, suitable accommodation for Key Stage 3 pupils in Exeter and South Devon;
- identifying enhanced, suitable accommodation for permanently excluded Key Stage 4 pupils in Exeter;
- identifying suitable accommodation for small groups of Key Stage 2–4 pupils receiving Link Education or participating in other educational activities. Facilities for area teams of Link Tutors to store and retrieve resources could be provided as part of this work.

Research to identify accommodation is underway and resources to support staff time in developing these facilities has been identified.

### **Inclusion, and providing efficient high quality provision for pupils with SEN, eg in relation to the requirements of the Disability Discrimination Act**

Devon is committed to promoting inclusion of pupils with special educational needs (SEN) and disabilities into mainstream schools. Indeed, it is one of the Education, Arts & Libraries Directorate's five priorities. The Special Educational Needs and Disability Act 2001 strengthened the rights of pupils with special educational needs to be educated in mainstream schools. It places duties on providers to make reasonable adjustments so that disabled pupils are not at a significant disadvantage. There is also a duty to plan for increased accessibility to school premises and, like every other LEA, Devon is preparing its accessibility strategy in partnership with other stakeholders. Inclusion has a number of meanings, all of which have an impact on the school fabric:

- education within mainstream schools of an increasing number of children with disabilities;
- a broad mix of children – in terms of ability, needs, backgrounds etc – in a single school;
- participation of children in the full range of opportunities provided by a school, including access to the full curriculum and involvement with social and community activities.

Making schools more inclusive affects the overall area and range of spaces required in a number of ways. The need for additional adult support, whether from teachers, educational psychologists or social workers, has clear space implications in the classroom and other areas. The following will also have an effect on the area:

- increased movement space for pupils with physical disabilities, particularly wheelchair users;
- additional specialist support spaces, such as therapy rooms;
- larger or more specialised toilet areas.

Included within Devon's draft accessibility strategy are a number of principles which will be observed in the future design, construction and maintenance of Devon's schools. They are as follows:

- DCC will ensure that any new buildings planned will take full account of the needs of pupils with disabilities.
- The school buildings and grounds should be designed to enable all members of the school community to enter and access all aspects of school life to the best of their ability.
- All members of the school community should be treated with dignity and respect and their individual needs must be accounted for.
- The design should enable pupils to be physically, psychologically and emotionally comfortable and feel safe and secure.
- Adequate space will be allowed to promote flexible use and management of general school areas with the provision of specialist facilities and support rooms, appropriate storage for equipment and aids.
- Design will take account of pupils' physical growth and the increasing or reducing levels of support that may be required.
- Good levels of natural light with natural and artificial lighting, controllable, effective and comfortable heating and ventilation systems that can be adjusted will be promoted. Good acoustic design will be ensured.
- Creative use of colour and contrast will aid wayfinding and provide stimulating or soothing environments.
- Adjustable furniture and suitable equipment will be advised to enable full participation in the curriculum.
- Specialist facilities, eg disabled toilet/shower will be located so that pupils can access them from a reasonable distance.
- A full audit of the condition, suitability and sufficiency of existing school premises will be undertaken to assess need. This will include professional assessment of the disability access issues at each school.
- Schools will be supported in seeking appropriate advice when undertaking small refurbishment, adaptations or extension projects to make provision for disabled access and to plan incrementally to improve access and facilities for pupils.
- Funding will be targeted at providing appropriate facilities for those pupils already in schools and those to be admitted in the current or following academic year.
- A full access audit of existing school premises will be undertaken to assess the appropriateness of the school premises to improve access to inclusive education for all learners with special needs or disabilities.
- When agreeing priorities for major adaptation and/or extensions under, for example, the Schools Access Initiative, officers will take the following into account:
  - the necessity of having fully accessible mainstream schools within a reasonable travelling distance of each community; this will include the provision of specialist facilities for particular disabilities at a sufficient number of these schools to meet identified need;
  - the decisions of appeals committees and SENDIST in cases of parental preference;
  - the provision of specialist facilities in special schools to enable them to provide a fully inclusive curriculum for all existing and potential students which supports the County Council in educating students in its maintained schools.

**The LEA is committed to the extended schools agenda including the community use of facilities and integrating education and other local Authority services and needs – for example, Sure Start, nursery provision (particularly to meet the pledge on three year olds), childcare for 4-14 year olds and lifelong learning**

*(Please also see separate Statement of Priorities for specific LEA proposals)*

While schools in Devon are likely to continue to be the key learning base for 3-16/18 year olds in the future, the boundaries between school and the outside world will be less clearly defined. The Government is encouraging schools to open their buildings to a range of other users during the school day and beyond. At the same time there are more opportunities for pupils to learn outside of school and beyond the school day. Learning is going beyond formal education, becoming a lifelong process helping people to maximise their potential throughout their working day and family lives. Again, one of the strategic goals for Devon Local Education Authority is to promote lifelong learning by increasing the range of early learning opportunities, parental support and education by influencing, identifying and helping to meet the learning and skills priorities for Devon County Council.

The experiences of Sure Start and Early Excellence Centres has shown that the needs of children and their families are best met by easily accessible joined up services. Provision of on-site health, social and other support can help to improve educational standards by addressing the range of needs of pupils and their families which prevent children from reaching their full potential. Schools in the future will embrace a wide range of users, including:

- pre-school children – for childcare, playgroups or crèche;
- parents involved in school life or attending family-related courses;
- adults (including parents) and children using school facilities for educational and recreational purposes and to access services such as healthcare;
- adults giving support to pupils through classroom support or mentoring;
- local employers using school facilities for training.

Devon's strategic goal of promoting lifelong learning can be translated into specific targets which can be seen in the supporting Local Statement of Priorities.

**Addressing teacher workload issues and remodelling the school workforce, such as accommodation for more adults and support staff in schools, more and improved facilities to enable teachers to make the best use of non-contact time, and more flexible school designs to enable delivery of innovative teaching and learning**

Devon's schools should provide suitable and attractive social and working facilities for all staff, whether teachers, administrators or those giving educational, technical or medical support. A good learning environment is important for the recruitment and motivation of staff. Classroom teaching is only a part of a teacher's job – the working environment should enable teachers to form a range of non-contact activities including lesson planning, marking, meeting with colleagues and management. Privacy and quiet will often be required and therefore staff should have access to a quiet rest room wherever possible. Staff accommodation requirements, including departmental staff bases, offices and social areas, will vary between schools and the size of the local and central staff areas must be planned carefully to account for the number of uses. Consideration will be given to the amount of time staff spend in individual offices, as sharing is often appropriate. There can, of course be overlaps in some staff areas between staff and pupils as long as privacy and security are assured. Whatever arrangements, access to networked ICT and telephone is essential for all staff. There will also be a need for areas for secure filing and personal storage. A wider range and greater number of support staff have been deployed in

schools, which has implications for their accommodation, network access, personal storage, recreation spaces and access to the staff with whom they work. In conclusion:

- (i) teaching staff need space in which to work during their non-contact time;
- (ii) there will be more adults doing a greater variety of tasks in schools;
- (iii) the division between work and social space is blurring.

In designing, building and maintaining Devon's schools, very careful consideration and priority will be given to ensuring that the needs of all staff are met.

## Supporting the 14-19 agenda

Strategic aim of Devon LEA in 14-19 agenda is to widen and enrich the provision for all learners to enable them to access a more appropriate pathway of qualification and to increase the numbers remaining in education/training post 16.

Immediate targets include:

- Providing accommodation for all those wishing to remain in education post-16;
- Offering a vocational/work related curriculum at levels 1 to 3 with collaboration between institutions (*EDP Priority 3.2*);
- Use of technologies to support collaborative work between institutions (*EDP Priority 6.2 & 6.5*);
- Providing accommodation for learners closer to home in order to reduce travelling times for those in rurally isolated areas (*EDP Priority 6.5*).

Capital implications of this include:

- Technologies will be needed to enable use of 'e' learning and video conferencing for minority subjects in Sixth Forms. Some students travel up to 3 or 4 hours per day to access education, which is a contributory factor to drop-out rates after the age of 16. Provision of more local outreach learning centres in these areas would aim to reduce this figure. Suitable accommodation would be required to enable this.
- Assessment of, followed by maintenance/improvement of current stock of Sixth Form accommodation – in terms of space, health and safety regulations, attractiveness to learners and so on.
- Resourcing vocational courses in order to increase the breadth of opportunity. In light of the 14-16 flexibility programmes there is a need for progression opportunities for learners within vocational pathways.

## Expanding successful schools

The LEA aims to meet parental preference as far as is practicable. In exploring options to expand successful schools, account is taken of the impact of expansions on other schools where resulting reductions on the number of places could compromise their effectiveness and ability to deliver good education for their pupils. The County Council would not normally expand the size of a school for this reason if places were available at another maintained school in the same locality, since it has a duty to maximise use of resources.

## **Providing high quality and sustainable building design solutions that reflect the aspirational priorities expressed in “Schools for the Future”, and the future needs of ICT-based education**

The LEA and Devon Property are committed to the Country Strategic Plan 2002/03, the Agenda 21 documents: ‘A Better Devon, A Better World’ and ‘The Community Planning Strategy 2002/03’. To ensure that we conform to the principles on quality and sustainability underpinning these strategies, EAL and Devon Property have instigated a number of measures designed to ensure that the Design and Stakeholder teams co-operate to deliver building for a sustainable future.

These matters include:

- (1) Introduction of an approach to option appraisals and feasibility studies based on Future Foundations/ Building a Better South West;
- (2) Membership of the South West Energy and Environment Group;
- (3) Development of standard briefing documentation for education buildings;
- (4) Drafting guidelines on sustainable building strategy for new build and refurbishment, in partnership with the Centre for Energy and the Environment, Exeter University.
- (5) Developing out-turn specification, quality evaluation techniques and project monitoring, education and appraisal, associated with “Classroom of the Future” and Exeter PFI, ensuring that these lessons are incorporated across all projects by utilising quality and performance management.
- (6) Developing strategic and supply chain partnering, engaging in the Pathfinder programme and M41 demonstration projects ensures that Devon will interact positively with the private sector, to develop innovation and client focus.

By working in partnership with the private sector, the regional universities, DfES and DTLR to develop innovative and quality based solutions, we intend to deliver to the communities of Devon, Schools for the Future, that respect the unique environmental and cultural heritage of the County.

### **ICT – Future Technology**

All Devon schools in the NGfL have a minimum of ISDN 2c connectivity with many having their own websites.

A number of high quality technologies need to be integrated to deliver a pervasive system for schools for the future. These include broadband connectivity, wireless networking, large screen interactive displays, Learning Management Systems and conferencing capability.

In Devon, the aim is to ensure that the future needs of ICT are met by providing technology, where possible, that delivers the following:

### **Access to Tools and Resources for Learning**

Giving teachers, students and adult learners access to a wide range of high quality resources and tools for teaching and learning. Tools could include clearly visible interactive displays, individual workstations, generic software applications, assessment tools for the teacher, conferencing tools

and peripherals such as digital cameras. Resources could be web based as well as video rich teaching resources such as those provided by the Media Education Centre.

### **Flexibility and Access for the Whole Community**

All the facilities above could be available to the whole community in line with NGfL plans to have complete access for all by 2002 where appropriate. Certain areas of schools could be designated for whole community learning which would help to facilitate community use in the daytime as well as the evening, although this is likely to focus on Community Colleges in the short term. However, in Devon's Classrooms of the Future projects, this is also being considered at Primary level. Individuals and small groups of learners, both students and adults, should be able to access the network without interfering with each other and whatever else is happening within the learning environment.

### **Consistency**

Consistency of approach will reduce many of the technological barriers to learning. Teachers and students using the same systems will help the student (and teacher) learn by observation and experience.

### **Recognition of the Individual**

A system which recognises the individual, can tailor resources and information for that individual, determined by age, ability, special needs and whatever other criteria are built into the system.

### **Conferencing Tools for All**

Building on the work we have started in Devon, teachers and learners will benefit from the easily accessible, high quality video and audio conferencing facilities.

Learners will be able to:

- Communicate with other learners in Devon, working on projects together and share different aspects of local information.
- Communicate and share information with other learners taking the same course or with the similar interests anywhere in the world.

Teachers will be able to:

- Take lessons in a number of classrooms at once. As well as the teacher input there would be the potential for interactivity between all the learners and the teacher;
- Share good practice by demonstration. As well as benefiting the learners, experiencing colleagues teaching would constitute a form of training for the other teachers;
- Plan work together;
- Share training opportunities in after school sessions and non-pupil days;
- Communicate and share information with other teachers anywhere in the world;
- Have access to specialists.

### **Also under Consideration:**

#### **Homework Support Programmes**

For children: the school network and resources would be made available in the evenings with tutor support available.

For adults: Especially important in rural Devon with the breakdown of public transport – the more support that can be given to learners at home the better. Access to the school network and tutor support would be available at specified times throughout the day and night.

#### **Outline Co-operatives**

Schools could pool their individually limited development capacities to generate course options and training opportunities together.

### **National Curriculum requirements, including manifesto commitments on music and PE/sport, and the need to provide satisfactory science laboratories and design and technology facilities**

#### **Science**

National Curriculum science is taught in a practical context and requires accommodation with access to mains services, preparation areas and a range of specialist storage facilities. Developments in curriculum delivery now also increase the demand for access to computers and audio-visual technology. Where pupils experience significant teaching outside of specialist accommodation it is likely that there will be an impact on standards.

Shape, design and lay out of laboratories has a major impact on the range of teaching and learning styles that teachers can employ and is supported more effectively by current room designs and furniture. Surveys have shown that provision of modern, well designed and maintained laboratories have a significant impact on pupils' engagement and motivation in science. Lack of suitable accommodation may reduce the ability of some teachers to take full advantage of developments in teaching and learning arising from National Strategies.

Science is potentially a high-risk area for pupils, teachers and support staff. Suitable specialist accommodation and facilities are required for staff to manage risk effectively.

The current need in science is for new build and refurbishment to provide largely square shaped teaching spaces with some flexibility in pupil seating arrangements. Room layouts should include specialist floor screeds, appropriate benching and mains service supply, with adaptable teaching bases and demonstration facilities. There should be dry areas for computer use and access to networking. The room should have a range of adaptable storage and display. Each laboratory should have access to preparation areas and secure storage.

Measured against these requirements the most recent survey of Devon science departments found that teachers graded 23% of laboratory accommodation as poor and across the county an average of 5% of science lessons were taught outside of specialist accommodation. These figures are likely to give a broadly accurate indication of need within Devon.

#### **Music**

Entitlement to instrumental music for all Key Stage Two pupils could have significant implications in the design and remodelling of Devon schools in both the primary and secondary phases.

Within the constraints of BB82 Area Guidelines for Schools and BB86 Music Accommodation in Secondary Schools particular consideration will be given to the provision of group and individual

performance spaces and the possible implications of providing appropriate storage for individual pupils' musical instruments.

### **Design Technology**

Capital investment in the provision of additional Design and Technology workplaces and/or the remodelling of existing accommodation in schools across the County will be made where the following priorities will be addressed:

- addressing issues of basic need, overcrowding;
- health and safety issues for teaching and support staff, as well as students, including appropriate ventilation, storage for tools, materials and students work;
- schools causing concern and those in challenging circumstances including giving students opportunities through design and technology to access the curriculum;
- flexible provision and diversity in response to specific Government priorities including the 14-19 Agenda;
- upgrading of existing equipment;
- provision of ICT;
- access to a rapidly moving technological world, through curriculum initiatives such as computer aided design (CAD) and computer aided mapping (CAM).

### **Physical Education and Sports Facilities**

Devon's current AMP plan supported by Devon's Sports Development Plan, a national example of good practice, has proved a critical component in formulating the priorities and project targets for the recent NoF 3 bid. The complexities of providing sports facilities in schools which meet the school needs and compliment the existing community provision requires significantly more information than that which at present would normally be held in the AMP.

There are many shortcomings in physical education facilities in Devon schools and these are referred to in numerous OFSTED reports and developed in school led Suitability surveys and individual school improvement plans, particularly at primary level.

The AMP provides a means of making initial assessments of need in physical education facilities and is helping to formulate a strategic vision for future capital expenditure. Priorities for specific capital investment will be given to those schools who lack appropriate indoor facilities. This will focus primarily although not exclusively on primary schools and the provision of outdoor multi-use games areas (MUGA) in both the primary and secondary phases.